

# **Idaho State Board of Education**

## **GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Y. Advanced Opportunities**

**December 2005**

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### **1. Coverage**

Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

### **2. Purpose**

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students, which would:

- a. Enhance their post-secondary goals;
- b. Reduce duplication and provide for an easy transition between secondary and post-secondary education; and
- c. Reduce the overall cost of educational services and training.

### **3. Definitions**

There are many different advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, etc. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, tech prep and the International Baccalaureate program.

#### **a. Advanced Placement® (AP)**

The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students earn college credit by scoring well on the national exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

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b. Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep

Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

d. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

Original Source: <http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html>  
Edits by the Advanced Opportunities Subcommittee, OSBE, and CAAP. Revised April 12, 2005.

4. Idaho Programs Standards for Advanced Opportunities Programs

The standards were designed as a resource to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs for high school students prior to graduation. The standards ensure acceptance of college credit among the post secondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations.

The standards were developed by the Advanced Opportunities Subcommittee, which was one of two subcommittees organized under the auspices of the Accelerated Learning and Preparation for Postsecondary Education Task Force appointed by the Idaho State Board of Education in January 2005.

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board. The Idaho Standards for Advanced Opportunities Programs are available from the Idaho State Board of Education. Information about the International Baccalaureate program is available at their website.

## **Idaho Standards for Advanced Opportunities Programs**

Dual Credit  
The College Board's Advanced Placement®  
Tech-Prep  
The International Baccalaureate

Developed by the Advanced Opportunities Subcommittee, Spring 2005

Under the auspices of the Idaho State Board of  
Education's

Accelerated Learning

and

Preparation for Postsecondary Education Task Force

The Idaho Standards are based  
on the  
National Concurrent Enrollment Partnership Standards  
developed by  
The National Alliance of Concurrent Enrollment Partnerships (NACEP)  
Adopted April 2002, used by permission

June 2005

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**Accelerated Learning and  
Preparation for Postsecondary Education Task Force**

**Membership and Subcommittees**

**Post Secondary Readiness Subcommittee**

Rod Lewis, Board President  
Sue Thilo, Chair and Board Member  
Marilyn Howard, Superintendent/Board Member  
Christine Ivie, State Board Staff  
Jim Soper, District Administrator  
Cindy Sisson, Curriculum Coordinator  
Dean Jones, District Administrator  
Pat White, St. Dept. Ed.  
Parra Byron, Governor's Office  
Mark Wheeler, Boise St. Univ.

**Advanced Opportunities  
Subcommittee**

Karen McGee, Board Member  
Laird Stone, Board Member  
Valerie Schorzman, St. Dept. Ed.  
Elaine Asmus, Teacher  
Jerry Gee, North Idaho College  
Dan Peterson, Prof. Tech. Div.  
Sona Andrews, Boise St. Univ.

Marilyn Davis, State Board and support staff for the committee

**Board Approval**

The Idaho Standards for Advanced Opportunities, as approved on August 11, 2005, are integrated into Board Policy Section III. Y. Advanced Opportunities. Any revisions to the standards or this document must be approved by the Board prior to implementation.

**Subcommittee Overview**

The purpose of the Advanced Opportunities Subcommittee was to review what types of programs are available to students who want to earn college credit prior to high school graduation. The committee was also charged with making recommendations to increase opportunities for students and to expand the number of students who take advantage of high quality accelerated learning programs such as Advanced Placement®, dual credit and International Baccalaureate programs.

**Subcommittee Goals:**

1. Establish cost effective, high quality programs for students to take advantage of advanced educational opportunities before they graduate from high school.
2. Provide equal access for all students regardless of where they reside.

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**Definitions**

The following definitions were adopted by the subcommittee to identify what types of advanced learning opportunities are available to Idaho students before they graduate from high school.

Advanced Placement® (AP) - <http://www.collegeboard.com>

The Advanced Placement Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing.

Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

Tech Prep

Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

International Baccalaureate (IB) - <http://www.ibo.org/ibo/index.cfm>

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

(Original Source: <http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html>)

(Edits by the Advanced Opportunities Subcommittee, Office of the Idaho State Board of Education, April 2005)

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**Advanced Opportunities Program Standards**

The Idaho Standards were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate. The standards are also designed to ensure acceptance of college credit among the postsecondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations. All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board.

**Dual Credit Standards for Students Enrolled in Courses Taught at the High School****Curriculum**

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution

**Faculty**

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction, through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty are evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

**Students**

Students 1 (S1)	High school students enrolled in courses administered through a dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.

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Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and state board policy.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

#### Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

#### Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and state board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and state board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE5)	Costs for high schools students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is reviewed annually by the Council on Academic Affairs and Programs (CAAP) at their April meeting to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.
Admin & Evaluation 6 (AE6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.

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Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.
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### Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form, provided by the school district, that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	<p>Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met:</p> <p>In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.</p> <p>Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application</p> <p>If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course.</p> <p>Those high school students meeting the above requirements will be permitted to enroll on a part-time basis for a maximum of 7 credits or two courses per semester or on a full-time basis taking at least 8 credits per semester.</p>
G.	Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admission's office of the postsecondary institution.

### Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board ([collegeboard.com/ap/](http://collegeboard.com/ap/)). These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment, based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College



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Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam.

#### **Curriculum**

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and reward credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

#### **Faculty**

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

#### **Students/Parents**

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

#### **Assessment**

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.
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#### **Program Administration and Evaluation**

Admin & Evaluation 1 (AE1 )	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2 )	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

#### **Tech Prep Standards**

Professional-Technical Education in Idaho is delivered through comprehensive high schools, professional-technical schools, and the technical college system. An approved articulation agreement allows the student to earn postsecondary credit while in a secondary school that leads to a specific postsecondary two-year certificate, degree, or apprenticeship.

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#### Curriculum

Curriculum 1 (C1)	Articulated agreements must include a curriculum outline that lists at least two years of secondary and two or more years of postsecondary professional-technical courses in an unduplicated sequence with a common core of required proficiency.
Curriculum 2 (C2)	The curriculum must identify student competencies in math, science, and communication including applied academics and work-site learning experiences in a coherent sequence of courses.
Curriculum 3 (C3)	Secondary and postsecondary educators must agree on the common core of required proficiency and agree to meet that proficiency in the program.
Curriculum 4 (C4)	Tech Prep program proposals must provide equal access to members of special populations.

#### Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate certification in the program area for which articulated credit is to be awarded.
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#### Students/Parents

Students 1 (S1)	To receive articulated credit, students must apply for and must be accepted into the program.
Students 2 (S2)	Information must be available from the high school counselor, Tech Prep Coordinator or other faculty members regarding admission, course content, costs, credit offered and student responsibility.
Students 3 (S3)	The students are assessed for high school and postsecondary credit according to the requirements of the articulation agreement determined by the high school and the articulated institution.

#### Assessment

Assessment 1 (A1)	Approved end-of-course assessments must be administered to senior students enrolled in a Professional-Technical School who have completed the required sequence of instruction.
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#### Program Administration and Evaluation

Admin & Evaluation 1 (AE1 )	School districts and postsecondary technical colleges make up the Tech Prep Consortia. Each consortium elects an Executive Council. The Tech Prep program is administered through six consortia and each of the technical colleges serves as the fiscal agent.
Admin & Evaluation 2 (AE2 )	Each Tech Prep articulated agreement must be reviewed annually.

#### International Baccalaureate Program Standards

The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education. The program is managed by a non-foundation that works with 1,579 schools of July 2005. The foundation offers three challenging levels of instruction in 121 countries to approximately 200,000 students. Student may enroll in a high school diploma program or access instruction at the middle school level or in the elementary grades. Information is available on the organization's website at: <http://www.ibo.org/ibo/index.cfm>.